



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 12101535
SAU: MSAD 16
School: Hall-Dale Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 7

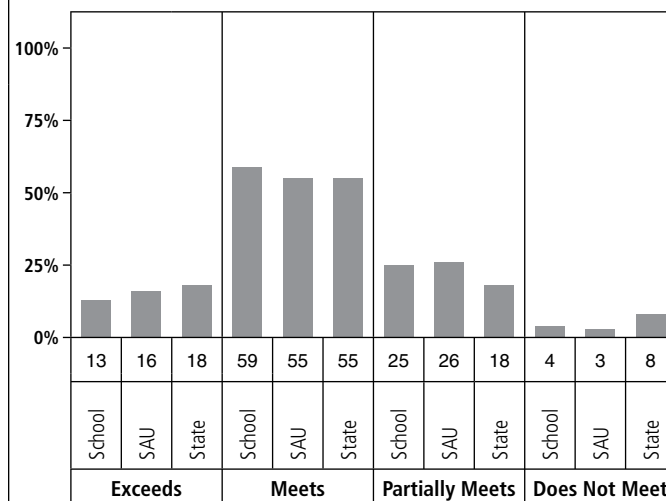
SAU: MSAD 16

School: Hall-Dale Middle School

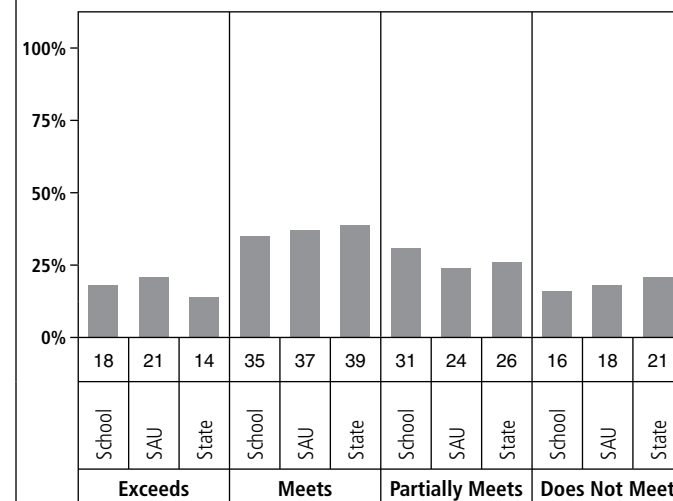
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	744	745	745
2006–2007	743	743	748
2007–2008	749	751	750
Cum. Avg. *	745	747	748
Mathematics			
2005–2006	737	738	740
2006–2007	738	736	742
2007–2008	746	747	743
Cum. Avg. *	740	741	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: MSAD 16
 School: Hall-Dale Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	83	100	66	100	14818	100	81	99	63	97	14698	99	81	99	63	97	14694	99												
Ethnicity African American/Black	1	1	1	2	381	3	1	100	1	100	372	98	1	100	1	100	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	3	4	3	5	219	1	3	100	3	100	213	97	3	100	3	100	217	99												
Hispanic	0	0	0	0	178	1	0	0	0	0	176	99	0	0	0	0	177	100												
Caucasian/White	79	95	62	94	13927	94	77	99	59	97	13825	99	77	99	59	97	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	17	20	15	23	2556	17	15	94	12	86	2508	99	15	94	12	86	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	28	34	22	33	5461	37	26	96	20	95	5408	99	26	96	20	95	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	64	77	48	73	12195	82	69	83	53	80	12215	82												
Identified disability (PET/IEP)	3	5	2	4	418	3	3	4	2	4	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
Participation with accommodations	16	19	14	21	2320	16	11	13	9	14	2303	16												
Identified disability (PET/IEP)	11	69	9	64	1912	82	11	100	9	100	1900	83												
LEP	0	0	0	0	159	7	0	0	0	0	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	5	31	5	36	244	11	0	0	0	0	226	10												
Participation through alternate assessment (PAAP)	1	1	1	2	178	1	1	1	1	2	176	1												
Identified disability (PET/IEP)	1	100	1	100	178	100	1	100	1	100	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	1	1	1	2	27	0	1	1	1	2	28	0												
Non-participation – other	1	1	2	3	93	1	1	1	2	3	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 7
SAU: MSAD 16
School: Hall-Dale Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	9	11	8	14	1769	11
	2006-2007	7	11	4	7	2630	18
	2007-2008	10	13	10	16	2604	18
	Cum. Total*	26	12	22	13	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	40	49	27	47	7521	49
	2006-2007	28	43	26	47	7605	51
	2007-2008	47	59	34	55	8049	55
	Cum. Total*	115	51	87	50	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	17	21	10	18	3773	24
	2006-2007	20	31	19	35	3000	20
	2007-2008	20	25	16	26	2672	18
	Cum. Total*	57	25	45	26	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	15	19	12	21	2399	16
	2006-2007	10	15	6	11	1620	11
	2007-2008	3	4	2	3	1190	8
	Cum. Total*	28	12	20	11	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	35.2	62.9	35.9	64.1	35.3	63.0
Literary Text	28	50	17.0	60.7	17.4	62.1	17.3	61.8
Informational Text	28	50	18.2	65.0	18.5	66.1	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 7

SAU: MSAD 16

School: Hall-Dale Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	80	10	13	47	59	20	25	3	4	749	62	16	55	26	3	751	14515	18	55	18	8	750
Ethnicity																						
African American/Black	1										1						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	3										3						211	26	47	20	6	752
Hispanic	0										0						173	12	54	18	15	746
Caucasian/White	76	7	9	46	61	20	26	3	4	749	58	12	57	28	3	750	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	4	29	7	50	3	21	737	11	0	27	55	18	739	2330	2	30	36	32	735
No	66	10	15	43	65	13	20	0	0	752	51	20	61	20	0	753	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	80	10	13	47	59	20	25	3	4	749	62	16	55	26	3	751	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	26	1	4	11	42	12	46	2	8	743	20	5	35	55	5	743	5299	9	51	26	14	745
No	54	9	17	36	67	8	15	1	2	753	42	21	64	12	2	754	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	80	10	13	47	59	20	25	3	4	749	62	16	55	26	3	751	14514	18	55	18	8	750
Gender																						
Female	45	8	18	26	58	10	22	1	2	751	32	25	50	22	3	753	7084	24	55	15	6	752
Male	35	2	6	21	60	10	29	2	6	747	30	7	60	30	3	748	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						946	6	47	34	12	743
No	79	10	13	47	59	19	24	3	4	750	61	16	56	25	3	751	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	80	10	13	47	59	20	25	3	4	749	62	16	55	26	3	751	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 7

SAU: MSAD 16

School: Hall-Dale Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	10	1	13	2	25	4	50	1	13	743	11	14	29	57	0	747	6	9	42	24	25	741
B. less than one hour	39	3	10	19	61	7	23	2	6	749	37	13	57	22	9	750	50	17	56	19	8	750
C. one to two hours	46	6	16	25	68	6	16	0	0	752	45	21	64	14	0	754	40	20	58	16	6	752
D. more than two hours	5	0	0	1	25	3	75	0	0	739	6	0	25	75	0	739	4	19	49	21	11	749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	3	12	15	58	8	31	0	0	749	27	18	47	35	0	751	36	24	58	14	5	753
B. They match some of what I have learned.	48	6	16	26	68	4	11	2	5	752	53	18	64	12	6	752	50	16	58	19	8	749
C. They match just a little of what I have learned.	14	1	9	4	36	6	55	0	0	745	15	11	44	44	0	746	11	13	45	26	16	745
D. There is no match.	6	0	0	2	40	2	40	1	20	736	5	0	33	67	0	741	3	4	35	29	31	737
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	28	4	18	14	64	3	14	1	5	753	29	22	56	17	6	753	28	35	52	9	5	756
B. good	51	6	15	24	59	10	24	1	2	750	48	20	53	23	3	751	52	15	60	18	7	750
C. fair	15	0	0	9	75	3	25	0	0	750	16	0	80	20	0	751	18	3	49	33	15	742
D. poor	6	0	0	0	0	4	80	1	20	731	6	0	0	100	0	737	2	2	41	28	29	738
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	15	1	8	6	50	3	25	2	17	743	13	13	50	25	13	748	16	13	48	23	16	745
B. about the same as my regular schoolwork	51	5	12	23	56	12	29	1	2	749	53	15	52	30	3	750	65	18	57	18	7	750
C. easier than my regular schoolwork	34	4	15	18	67	5	19	0	0	752	34	19	62	19	0	753	19	21	57	16	6	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	1	17	1	17	4	67	0	0	745	10	17	17	67	0	745	9	5	38	29	28	738
B. Most of the passages were about the same as what I normally read.	41	2	6	18	56	10	31	2	6	746	39	8	58	25	8	747	55	14	57	22	7	748
C. Most of the passages were easier than what I normally read.	51	7	18	26	65	6	15	1	3	753	51	23	58	19	0	754	36	28	58	10	4	755
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	37	3	10	18	62	6	21	2	7	749	37	14	64	14	9	750	44	18	56	18	8	750
B. I tried about the same as I do on my regular schoolwork.	56	7	16	26	59	11	25	0	0	752	57	21	50	29	0	752	51	19	56	17	7	751
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	2	40	2	40	1	20	736	7	0	50	50	0	744	5	9	46	26	19	743
How much time do you spend reading at home each day?																						
A. more than one hour	23	4	22	11	61	2	11	1	6	753	26	25	56	13	6	753	17	25	57	13	6	753
B. 20 minutes to an hour	40	5	16	21	66	5	16	1	3	752	40	20	60	16	4	753	45	22	56	16	6	752
C. less than 20 minutes	4	0	0	3	100	0	0	0	0	749	3	0	100	0	0	751	13	14	56	21	9	748
D. I rarely read at home.	34	1	4	12	44	13	48	1	4	744	31	5	42	53	0	746	24	8	53	26	13	745
Optional school/SAU question																						
A.	60	0	0	2	67	1	33	0	0	744	67	0	50	50	0	744						
B.	0										0											
C.	20	0	0	0	0	1	100	0	0	732	0											
D.	20	0	0	1	100	0	0	0	0	744	33	0	100	0	0	744						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: MSAD 16
School: Hall-Dale Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	6	7	6	11	1646	11
	2006-2007	11	17	9	16	2142	14
	2007-2008	14	18	13	21	2028	14
	Cum. Total*	31	14	28	16	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	27	33	20	35	5497	36
	2006-2007	18	28	15	27	5642	38
	2007-2008	28	35	23	37	5703	39
	Cum. Total*	73	32	58	33	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	20	25	10	18	4514	29
	2006-2007	16	25	14	25	4077	27
	2007-2008	25	31	15	24	3733	26
	Cum. Total*	61	27	39	22	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	28	35	21	37	3797	25
	2006-2007	20	31	17	31	3001	20
	2007-2008	13	16	11	18	3054	21
	Cum. Total*	61	27	49	28	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.2	57.5	9.6	60.0	8.8	55.0
Cluster 2: Shape and Size	14	25	5.8	41.4	6.1	43.6	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	4.1	51.3	4.3	53.8	3.5	43.8
Cluster 4: Patterns	18	32	8.6	47.8	8.9	49.4	7.9	43.9

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 7

SAU: MSAD 16

School: Hall-Dale Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	80	14	18	28	35	25	31	13	16	746	62	21	37	24	18	747	14518	14	39	26	21	743
Ethnicity																						
African American/Black	1										1						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	3										3						216	25	34	23	18	748
Hispanic	0										0						175	9	32	30	29	737
Caucasian/White	76	11	14	28	37	24	32	13	17	745	58	17	40	24	19	746	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	1	7	6	43	7	50	726	11	0	9	36	55	726	2321	2	16	26	55	727
No	66	14	21	27	41	19	29	6	9	750	51	25	43	22	10	752	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	80	14	18	28	35	25	31	13	16	746	62	21	37	24	18	747	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	26	1	4	6	23	11	42	8	31	734	20	5	25	35	35	734	5301	5	31	31	33	736
No	54	13	24	22	41	14	26	5	9	751	42	29	43	19	10	753	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	80	14	18	28	35	25	31	13	16	746	62	21	37	24	18	747	14517	14	39	26	21	743
Gender																						
Female	45	8	18	12	27	19	42	6	13	745	32	22	28	34	16	747	7086	14	40	26	20	743
Male	35	6	17	16	46	6	17	7	20	746	30	20	47	13	20	748	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										1						946	4	23	36	37	733
No	79	14	18	28	35	24	30	13	16	746	61	21	38	23	18	748	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	80	14	18	28	35	25	31	13	16	746	62	21	37	24	18	747	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 16
School: Hall-Dale Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	10	2	25	3	38	1	13	2	25	747	11	29	43	14	14	753	6	7	29	26	37	734
B. less than one hour	39	6	19	11	35	9	29	5	16	747	37	22	35	22	22	747	50	13	39	26	22	742
C. one to two hours	46	6	16	13	35	12	32	6	16	745	45	21	39	21	18	747	40	15	42	26	17	744
D. more than two hours	5	0	0	1	25	3	75	0	0	738	6	0	25	75	0	738	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	31	4	16	6	24	12	48	3	12	743	29	22	28	39	11	746	32	21	40	23	16	747
B. They match some of what I have learned.	50	9	23	16	40	11	28	4	10	752	52	25	41	22	13	753	50	12	42	27	19	743
C. They match just a little of what I have learned.	15	1	8	6	50	0	0	5	42	736	18	9	45	0	45	735	15	7	32	31	30	737
D. There is no match.	4	0	0	0	0	2	67	1	33	723	2	0	0	100	0	730	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	6	26	11	48	2	9	4	17	751	26	38	38	6	19	753	25	34	42	13	11	753
B. good	41	7	21	9	27	13	39	4	12	746	42	23	35	27	15	747	47	10	45	27	18	743
C. fair	19	1	7	6	40	4	27	4	27	743	23	7	43	29	21	744	23	3	30	36	32	735
D. poor	11	0	0	2	22	6	67	1	11	738	10	0	33	50	17	739	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	20	1	6	3	19	5	31	7	44	731	21	8	15	31	46	731	36	6	38	29	27	738
B. about the same as my regular schoolwork	51	4	10	14	35	18	45	4	10	744	52	13	44	34	9	747	53	13	42	27	18	744
C. easier than my regular schoolwork	29	9	39	11	48	2	9	1	4	759	26	50	44	0	6	762	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	34	4	15	9	33	8	30	6	22	743	33	20	30	25	25	744	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	63	10	20	17	34	17	34	6	12	747	66	23	38	25	15	749	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	50	0	0	1	50	729	2	0	100	0	0	750	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	6	1	20	0	0	1	20	3	60	728	5	33	0	0	67	734	9	15	37	25	23	742
B. two or three days a week	9	2	29	0	0	3	43	2	29	743	8	20	0	40	40	740	20	13	41	26	20	743
C. two or three times each month	36	6	21	12	41	7	24	4	14	748	35	27	45	14	14	751	30	15	40	27	18	744
D. never or almost never	49	5	13	16	41	14	36	4	10	746	52	16	41	31	13	747	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	13	1	10	5	50	4	40	0	0	748	8	20	40	40	0	751	20	17	39	23	22	744
B. two or three days a week	28	8	36	7	32	2	9	5	23	752	34	38	33	5	24	752	29	16	40	25	19	744
C. two or three times a month	26	2	10	8	38	7	33	4	19	743	24	13	47	20	20	747	26	13	40	28	20	743
D. never or almost never	34	3	11	8	30	12	44	4	15	742	34	10	33	43	14	742	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	0	0	4	57	3	43	0	0	749	10	0	67	33	0	750	8	7	32	26	35	736
B. 30–45 minutes	25	1	5	5	25	9	45	5	25	736	27	6	29	35	29	736	41	12	38	27	23	741
C. 45–60 minutes	63	13	26	18	36	12	24	7	14	750	60	32	35	19	14	752	41	17	42	24	16	745
D. more than 60 minutes	4	0	0	1	33	1	33	1	33	738	3	0	50	0	50	738	10	15	38	25	22	743
Optional school/SAU question																						
A.	60	0	0	2	67	0	0	1	33	741	67	0	50	0	50	738						
B.	0										0											
C.	20	0	0	0	0	1	100	0	0	740	0											
D.	20	0	0	1	100	0	0	0	0	756	33	0	100	0	0	756						